The 2001 Linkage Excellence in Management & Leadership Series

Global Leadership

Featuring Madeleine Albright

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Dear Participant,

Welcome to the second program in the 2001 *Linkage Excellence in Management & Leadership Series*. The seminar series is designed to bring four inspiring and influential business thinkers to your organization in a live and interactive format. Today's program, *Global Leadership*, features Madeleine Albright. In this program, you will be introduced to leading organizations into the following topics:

*   strategic thinking

*   decision making processes

*   globalization and business

*   the role of women in the 21st century

Between 1997 and 2001, Madeleine K. Albright served as the 64th Secretary of State of the United States. She was the first female to hold the job and the highest-ranking woman in U.S. government history. During her tenure, America led NATO efforts to expand, modernize, and reverse ethnic cleansing in Kosovo. The United States promoted peace in Northern Ireland and the Middle East, worked with Russia and North Korea to reduce the nuclear danger, and sought to enhance cooperation with China, while pressing for change in areas of disagreement, such as human rights.

During today's program, Dr. Albright will share her perspective on global leadership and the connections between American diplomacy and American business in the 21st century. These Participant Materials have been designed to complement Dr. Albright's presentation. Follow along and take notes. At specified points during the program you will be directed to respond to questions or compose your own to ask Dr. Albright during the Question and Answer segment scheduled toward the end of the program.

Learning is a mental activity that requires more than passively watching a speaker. Simply watching today's program will neither instill leadership skills or knowledge, nor result in an immediate change in your organization's culture and strategic positioning.

Instead, becoming a strategic, visionary leader requires reflection, practice, and follow through. To further your learning, suggested pre-presentation activities can be found beginning on page 4. Reinforcing post-presentation activities are found starting on page 12. These activities have been specifically identified to broaden your knowledge, as well as give you a head start in establishing a culture that nurtures the development of global leadership skills in your organization's management team.

IMPORTANT MESSAGE

These Participant Materials are designed to augment Madeleine Albright's presentation and will not follow her presentation directly.

Table of contents

SECTION 1

Satellite Program Materials

What You Will Learn

By participating in this satellite presentation with Madeleine Albright, you will be able to:

- Recognize key elements of strong leadership.

- Identify the critical success factors for assembling a winning team.

- Understand the impact of globalization on perceptions of America throughout the world.

- Describe the importance of the role of women in the 21st century workplace.

- Foster collaboration among diverse groups.

- Assess the role that stategic thinking plays in your organization.

Pre-presentation Activities

Read books about Madeleine Albright:

- Lippman, Thomas W. *Madeleine Albright and the New American Diplomacy*. Westview Press. July 2000.

- Dobbs, Michael. *Madeleine Albright: A Twentieth-Century Odyssey*. Henry Holt & Company, Inc. May 1999.

- Blackman, Ann. *Seasons of Her Life: A Biography of Madeleine Korbel Albright*. Scribner. November 1998.

Read books authored by Madeleine Albright:

- *Poland: The Role of the Press in Political Change*. Praeger Publishers. May 1983.

- **Reflection:** In your own words, define what each of the following terms or phrases mean to you. Dr. Albright will be defining and using them frequently in the program.

  Globalization

  _____

  _____

  Freedom

  _____

  _____

  Democracy

  _____

  _____

  Influence

  _____

  _____

  Collaboration

  _____

  _____

  Decision-Making

  _____

  _____

- **Discussion:** The Ideal Leader

  Share, in pairs, a story about a leader in your life or a historical figure. What were the qualities and characteristics of that leader?

  _____

  _____

What were specific behaviors that set that leader apart?

_____

_____

What are the commonalities between these leaders?

_____

_____

•   **Discussion: The Impact of Globalization**

Discuss (in small groups or pairs) the following questions:

What aspect(s) of globalization has affected you as a leader? Your organization? Your industry?

_____

_____

Looking toward the future, what impact do you anticipate globalization will have for you and your organization?

_____

_____

What steps can you take to pro-actively address the issues around globalization that affect your organization?

_____

_____

•   **Discussion: Women in Leadership**

Discuss (in small groups or pairs) the following questions:

What are the driving issues or challenges for women in your organization?

_____

_____

What is the role (or roles) that women currently play throughout your organization?

_____

_____

Why is it important to support and value women's contributions? (Both socially and organizationally speaking.)

_____

_____

What does the organization do to support women employees?

_____

_____

What improvements could be made to enhance the current level of support for women?

_____

_____

Based on your organization's culture and business issues, what would you describe as the business case for advancing women within the organization or industry?

_____

_____

List 1-2 things that you could do as an individual that would promote change for women in your organization.

_____

_____

- **Discussion: Building the Best Team**

  Discuss in small groups, or in pairs, the following questions:

  Think back to a highly effective team.

  How would you describe the team?

  _____

  _____

What characteristics set that team apart from other teams you have worked on?

_____

_____

How was it formed?

_____

_____

What was the purpose or goal?

_____

_____

What impact did the team have on the department and/or organization?

_____

_____

Now think of a highly ineffective team.

How would you describe the team?

_____

_____

What characteristics set that team apart from other teams you have worked on?

_____

_____

How was it formed?

_____

_____

What was the purpose or goal?

_____

_____

What impact did the team have on the department and/or organization?

_____

_____

What are the main differences between these two teams – highly effective vs. highly ineffective?

_____

_____

What process or strategy do you use to create a high performing team? List 4-5 strategies that you use. Share your group's strategies with the larger group.

_____

_____

- **Activity: Your Success and Mine are Intertwined**

   This activity will allow you and a partner to experience the interdependent nature of negotiations. Success in this exercise will require that you work together to "think out of the box." Your facilitator will provide you with the necessary materials and directions.
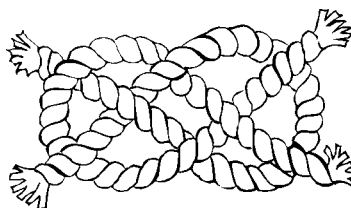
   What did you learn from this activity?

_____

_____

_____

_____

- **Application: Leadership Assessment Instrument™**

   Complete the Leadership Assessment Instrument™ (LAI) which appears in Section 2 beginning on page 26. The LAI was researched and developed by Linkage, Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

During This Program

- *Participate!* Actively follow along by using these Participant Materials for your notes.

- Submit questions to be addressed by Madeleine Albright during the Question and Answer Session. Dr. Albright will respond to questions in the latter third of the program. To submit questions, complete either the fax form found on page 56, or call in when prompted during the program.

Introduction

Leading and managing in an interconnected world is more challenging than ever. The skills and competencies needed of global leaders are ever changing and the complexity of globalization will continue to be controversial — both on an individual level for you as a leader and on an organizational level. Global leaders, and their organizations, must exhibit competencies that meet the needs and requirements of a highly diversified workforce and a global economy.

The goal of this program is to equip you and your organization with an understanding of future opportunities and challenges that you will face in leading in a global world, as well as a knowledge of the competencies and skills you will need to be a successful global leader. So just what makes a global leader "successful?"

Basic Premises

Being a world business leader the 21st century is highly complex. However, Dr. Albright is clear about the core principles that drive effective and strong global leadership. Appropriate for diplomatic leaders and business leaders, these principles are as follows:

- Focus on strategic goals.

- Assemble a winning, collaborative team.

- Recognize and advance the role and status of women.

- Respect individuals and tolerate differences.

- Oppose bigotry and discrimination.

- Be committed to freedom and democracy.

- Confront and solve problems – don't hide from them.

What other themes or ideas have you heard in Dr. Albright's presentation that resonate with you?

Directions: Use the space below to take notes pertaining to her presentation.

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Question and Answer Session

- If participating in the live presentation of this program, call in or fax your question to Madeleine Albright using the question sheet on page 56.

- If you are taking part in a post-broadcast program, share your questions with the seminar coordinator and your colleagues.

When the session has concluded…

- Turn to the end of these materials. Complete the participant evaluation form on page 57 and give it to your Site Coordinator. Your feedback is valuable in ensuring the integrity of this and future programs. We take pride in providing relevant, thought-provoking, and enlightening programs. But we rely on you to help us make it happen!

- To further reinforce your understanding of today's content, as well as hone other aspects of your leadership skills, complete the suggested Post-presentation Activities below.

Post-presentation Activities

- **Complete and submit the participant evaluation form found on page 57.**

- **Reread these Participant Materials and review your notes.**

- **Application: Reflect and respond to these questions:**

  1. Consider the many competencies that Dr. Albright discussed during the program when responding to each of the following questions. Some of the competencies are:

     - **Focused Drive:** The ability to focus on a goal and harness your energy in order to meet that goal.

     - **Strategic (Big-Picture) Thinking:** The ability to see all of the forces, events, entities, and people.

     - **Change Management:** The skill of adapting to and thriving in times of internal or external change.

     - **Negotiation:** The skill of arriving at and reaching understandings and agreements with a broad range of people internally and externally.

     - **Problem Solving:** The skill of employing analytical abilities, pragmatism, and other tools to resolve complex problems in a variety of contexts.

a. Which competency(ies) do you regard as most important for the work you do?

_____

_____

b. Which do you feel represents one of your strengths?

_____

_____

c. Which do you feel you need to work on the most?

_____

_____

d. How can you improve the competency(ies) that you have identified as needing the most work?

_____

_____

2. Based on what Dr. Albright said about the key elements of strong leadership, what points stand out the most for you? How do those points compare to your definition of an ideal leader?

_____

_____

3. Think for a minute about your own defining moments as a leader. Can you use any of these moments as stories that will aid the development of others?

_____

_____

4. What can you do differently tomorrow as a result of participating in this session?

_____

_____

- **Reflection: How Leaders Build Trust**

  Think of a leader whom you trust implicitly. Why do you trust this person? What has this leader done to gain your trust? What characteristics does this leader have/show that enables him or her to build trust?

  Characteristics/Actions that Enable Leaders to Build Trust:

  _____

  _____

  _____

  _____

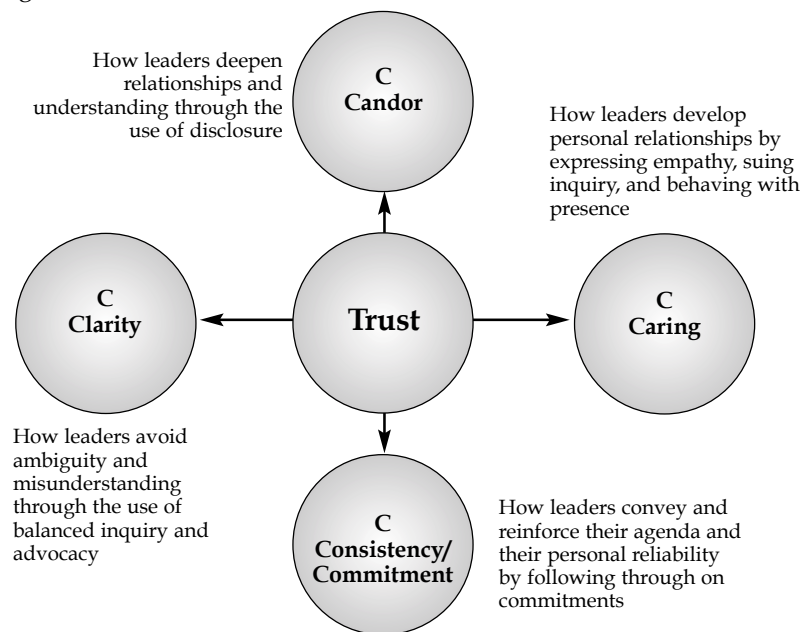 _____

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- **Reflection: Lost Trust**

  Think of a time when you lost the trust of an individual (group) who was/is important to you. Describe below the situation(s) and circumstances that led to your losing the person's trust.

  _____

  _____

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- **Discussion: The Trust Model**
  Building and sustaining trust involves demonstrating four sets of behaviors: candor, clarity, consistency/commitment, and caring. There are two important points to consider about building trusting relationships:

  1. The four components of trust all work together. If one component is missing, leaders risk losing people's trust.

  2. The underlying foundation of a leader building trust with individuals or groups is their belief in the leader's competence, their belief that the leader is guiding them in the right direction, and that the leader is capable of helping them get there.

How leaders deepen relationships and understanding through the use of disclosure

C Candor

How leaders develop personal relationships by expressing empathy, suing inquiry, and behaving with presence

C Clarity

Trust

C Caring

How leaders avoid ambiguity and misunderstanding through the use of balanced inquiry and advocacy

C Consistency/ Commitment

How leaders convey and reinforce their agenda and their personal reliability by following through on commitments

  In your opinion, is there anything missing from this model? Discuss in pairs and then with the larger group.

  _____

  _____

  _____

  _____

  _____

  _____

  _____

• **Reference: Recovering Lost Trust**

	How Leaders Lose Trust	How Leaders Recover Trust
Candor	Not being honest about your true beliefs, opinions, or knowledge	Be open and honest about how your actions decreased the person's level of trust. Give an honest opinion.
Clarity	Assuming that your message is clear or not taking the time to truly assess another's understanding	Apologize for the misunderstanding and take the time to reclarify the situation. Establish a protocol with the individual that will support good communication.
Caring	Not spending time with or interacting with employees; not assessing or disregarding employees' concerns/issues	Reconnect with employees by establishing regular interactions with them. Inquire into their concerns and identify action steps to address their concerns.
Consistency/ Commitment	Not following through on commitments made, or taking unannounced actions that impact others	Explain the reasons behind your inability to follow through on commitments. Don't put the blame on others. Articulate specific actions you will take and ways you will measure follow through.

- **Reflection/Discussion: Rebuilding Lost Trust**

  Recall the situation you described earlier when you lost the trust of an individual or group who is important to you. Answer the questions below and be prepared to share your answers with a partner.

  Questions

  1. Why did you lose the person's (or group's) trust?

  _____

  _____

  _____

  2. Did you successfully rebuild trust with this individual (group)? If yes, how?

  _____

  _____

  _____

  3. If you have not rebuilt trust with this individual (group), what can you do now to rebuild trust with this individual (group), or to build a deeper level of trust?

  _____

  _____

  _____

- **Discussion: The World of the Negotiator**

  The basis for more creative, collaborative negotiations is understanding both the underlying needs and interests of the other party, as well as your own. The better you are able to elicit these "hidden" needs and interests in advance (and probe for them during discussions), the more successful you will be at bridging gaps in your bargaining positions by finding solutions that address people's *real* problems.

  Much has been written emphasizing the importance of preparation for negotiations. In fact, a study by the Huthwaite Research Group found that the most effective negotiators spend considerable time and effort preparing for

sessions. The bottom line is that good preparation *before* will give you greater flexibility *during* the session by helping you anticipate needs and interests behind people's stated positions.

Areas of Assessment and Inquiry

We are never alone at the negotiating table. Each party brings his or her biases, history, constituencies, goals, and a host of other influences that come to bear on his or her behavior during a session. The more you can assess the things that influence your perceived needs and those of the other party, the more inclusive and robust your collaboration. To simplify the complex web of needs and interest that may come into play in organizational negotiations, we have created a data-capturing grid with four boxes.

	Individual	Organization
Situation		
Tendencies		

Organizational Situation

This is basic information about the negotiator's business: its strategic objectives, financial plans, customers, work processes, key decision makers, influential stakeholders, perceived risks, history, structure, and current performance gaps.

Organizational Tendencies

These are the assumptions, beliefs, values, and rules of behavior that comprise the company's culture (and subcultures). They guide how people should act, including how they make decisions, solve problems, communicate, and treat each other. Understanding these collective tendencies can help you predict likely future behavior of the company and its members.

Individual Situation

This is basic information on the negotiator's "life" — his/her work function, organizational position, negotiating objectives, and, perhaps, his or her life outside of work. It is also his or her authority and influence on decisions, relationships with others involved, risks felt, and political "clout."

Individual Tendencies

Perhaps the hardest to assess, individual tendencies are personally held assumptions, beliefs, values, and behavior patterns that, when understood, help you predict how a person is likely to behave. They are a function of past experiences, environment, and personality, and manifest themselves in biases, styles, response patterns, attitudes, and mindsets.

Your ability to anticipate the negotiating behavior of others is a matter of understanding their world and all the pressures that they bring with them to the table. Though a comprehensive investigation seems complex and time consuming, just looking into these four areas will give you a more effective negotiation, one with inherently less risk to you.

Tool: Needs and Interests Inventory

What It Is

A format for gathering information about the needs and interests of both parties in a negotiation and determining areas of inquiry to be pursued during a session.

What It Can Do

These forms can help you

- Plan for a negotiation more effectively by identifying your assumptions about the underlying needs, interests, and pressures that may come into play during a session

- Uncover gaps in understanding that can be pursued during a session

- Determine issues to inquire about from the other party, and issues to disclose from your perspective

- Assess specific common ground that can serve as the basis for a negotiated agreement

How It Works

Step 1.   Create two grids like those on the following worksheets or photocopy the worksheets.

Step 2.   Complete the first worksheet about your situation, your tendencies, your organization's business situation, and its norms. These are the needs and interests that have brought you to the negotiating table and that may affect how you negotiate. The sample questions on the following reference page may help you with this step.

Step 3.   Complete the second worksheet on the person with whom you will be negotiating. Only fill in the parts you feel comfortable making an educated guess about.

Step 4.   Put a circle around all the items in the right hand column (your and the other party's perceptions of the organization's situations and tendencies). This is common ground on which you can begin to build an agreement.

Step 5.   Write down any interests or issues that you left blank or feel a need to confirm because they are just assumptions. These are important areas of inquiry. Jot down questions that will help you bring up these areas when you meet.

Step 6.   Look over the first worksheet. What needs, interests, or tendencies do you think the other party might not know or understand? Make another list with the topics you feel are important to disclose.

Reference: Sample Areas of Assessment and Inquiry

	Individual	**Organization**
Situation	• What is this person's professional background? • What is this person's function in the organization? • How much authority does this person have to make decisions? • Is this person representing others? Who? How much pressure are they exerting? • How would this person define success at the end of the negotiation? • What is an unacceptable outcome for this person? • How much is this person's ego wrapped up in a successful outcome? • What are this person's current priorities? Motives?	• What is going on in the external environment/market place that may be exerting pressure on the organization? • What is the organization's mission? Vision for the future? • What are the organization's strategic objectives? • Is the business healthy or in some trouble? Why? • Do people believe in the organization's strategic direction? Are they committed to it? • Is there a great deal of turbulence/change going on? How is this affecting people? • To what extent is the outcome of the negotiation tied to the business's success? • Might the outcome affect multiple functions/departments? How? • How would management/ownership define success for the parties involved?
Tendencies	• How does this person tend to respond to conflict? Pressure? • How does this person prefer to access information (e.g., verbal, written, visual, quantitative)? • How formal/informal is his/her style? • Is this person more conservative/cautious or liberal/open? • Does this person tend to ask questions or make statements? • Is this person more emotional or cerebral? • What does this person value? • Does this person need to win? • What do you know of this person's personal life that may come to bear on the negotiation?	• Is there a generally accepted process for making decisions? • How does the organization define, measure, and reward successful performance? • Who are considered "heroes" here? What behaviors do they exhibit? • Is personal confrontation acceptable or is the norm conflict-averse? • Are people more often rewarded or condemned for taking risks? • Is the environment more conservative or open? Is information shared freely or more on a "need-to-know" basis? • What is unique about the subcultures in which each party operates? • How have members of the organization handled similar negotiations before? What have people learned from these experiences?

Worksheet: Your Situation and Tendencies

	You	Organization (from your perspective)
Situation		
Tendencies		

Worksheet: Other Party's Situation and Tendencies

	Other Party	Organization (from other party's perspective)
Situation		
Tendencies		

- **Other Suggested Readings**

By and about Madeleine Albright

Albright, Madeleine. *Poland: The Role of the Press in Political Change*. Praeger Publishers. May 1983.

Lippman, Thomas W. *Madeleine Albright and the New American Diplomacy*. Westview Press. July 2000.

Dobbs, Michael. *Madeleine Albright: A Twentieth-Century Odyssey*. Henry Holt & Company, Inc. May 1999.

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Leadership

Benjamin, B. & Conger, J. *Building Leaders: How Successful Companies Develop the Next Generation*. San Francisco: Jossey-Bass, 1999.

Bennis, W. *On Becoming A Leader.* Reading, MA: Addison-Wesley, 1994.

Clawson, James G. *Level Three Leadership: Getting Below the Surface.* Upper Saddle River, NJ: Prentice-Hall, 1999.

Conger, J.A. *Winning 'Em Over: A New Model for Managing in the Age of Persuasion*. New York: Simon & Schuster, 1998.

Heifetz, R. *Leadership Without Easy Answers.* Boston: Harvard Business School Press, 1994.

Hesselbein, Frances, Goldsmith, Marshall, & Beckhard, Richard, eds. *The Leader of the Future*. San Francisco: Jossey-Bass, 1996.

Kotter, J.P. *John P. Kotter on What Leaders Really Do*. Boston: Harvard Business School Press, 1999.

Kotter, J.P. *Credibility: How Leaders Gain & Lose It, Why People Demand It.* San Francisco: Jossey-Bass, 1995.

Kotter, J.P. *The Leadership Factor.* New York: The Free Press, 1988.

Kouzes, James M. & Posner, Barry Z. *The Leadership Challenge*. San Francisco: Jossey-Bass, 1987.

Laurie, D.L. *The Real Work of Leaders: A Report From the Front Lines of Management.* Cambridge, MA: Perseus Publishing, 2000.

Tichy, N. & Cohen, E. T*he Leadership Engine: How Winning Companies Build Leaders at Every Level.* New York: Harper Business, 1997.

Ulrich, D., Smallwood, N., & Zenger, J. *Results Based Leadership.* Boston: Harvard Business School Press, 1998.

Change

Ackerman, P. and J. Duvall. *A Force More Powerful: A Century of Nonviolent Conflict*. St. Martins Press, 2000.

Beer, M., Nohra, N., ed. *Breaking the Code of Change*. Cambridge, MA: Harvard Business School Press, 2000.

Conner, D. R. M*anaging at the Speed of Change*. New York: Villard Books, 1992.

Drucker, P. *Managing in Times of Great Change*. New York: Penguin Group, 1995.

Hamel, G. *Leading the Revolution*. Boston: Harvard Business School Press, 2000.

Johnson, S. *Who Moved My Cheese*? New York: G. P. Putnam's Sons, 1999.

Kantor, R.M. *The Change Masters.* New York: Simon & Schuster, 1993.

Kotter, J.P. *Leading Change*. Boston: Harvard Business School Press, 1996.

Maurer, R. *Beyond the Wall of Resistance: Unconventional Strategies That Build Support for Change.* Austin, TX: Bard Press, 1996.

Reich, R. B. "Your Job is Change," *Fast Company*, October 2000, pp. 140-160.

Senge, P.M. *The Dance of Change*. New York: Doubleday, 1999.

SECTION 2

The Leadership Assessment Instrument™

About the Leadership Assessment Instrument™

The Leadership Assessment Instrument™ (LAI) was researched and developed by Linkage, Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

The five categories the instrument assesses are:

1. Focused drive

2. Emotional intelligence

3. Building trust/enabling others

4. Conceptual thinking

5. Systems thinking

Each competency and each skill has a definition and an associated set of behaviors that demonstrate that competency or skill. Additionally, each competency is described by ten of these behaviors and each skill by five. Furthermore, the ten behaviors for each competency are organized into two groups of five, each corresponding to a component of that competency.

Let's take a closer look at the five competency categories in greater detail.

Focused Drive

The competency of focusing on a goal and harnessing your energy in order to meet that goal—a balance between the components of:

- Focus: The ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision.

- Drive: The ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance.

Emotional Intelligence

The competency of understanding and mastering your emotions (and those of others) in a way that instills confidence, motivates, inspires, and enhances group effectiveness—a balance between the components of:

- Perception: The ability to read the emotions and thoughts of others through the use of insight and analytical skills.

- Emotional Maturity: The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness.

Trusted Influence

The competency of evoking trust from others and placing trust in others to enable them to succeed—a balance between the components of:

• Commitment: The ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals or values.

• Empowerment: The ability to help others reach higher levels of performance through trust, delegation, participation, and coaching.

Conceptual Thinking

The competency of conceiving and selecting innovative strategies and ideas for your organization—a balance of the components of:

• Innovation: The ability to create/enhance ideas, products, and services that lead to bottom-line success.

• Big-Picture Thinking: The ability to see all of the forces, events, entities, and people that are affecting (or are being affected by) the situation at hand.

Systems Thinking

The competency of rigorously and systematically connecting processes, events and systems—a balance between the components of:

• Mental Discipline: The ability to sort through ambiguity and alternatives in a way that crystallizes and puts ideas into action.

• Process Orientation: The ability to increase overall learning and performance by designing, implementing, and/or connecting processes.

While today's program is most relevant to focused drive and conceptual thinking, having an awareness of your rating in each area provides insight and may make today's program more meaningful. Instructions for completing and scoring the assessment are provided on the following pages.

Purpose and Overview

The purpose of this Leadership Self-Assessment is to provide a leadership profile based on the competencies necessary for strong, superior leadership. The data that you provide will enable you to construct a profile, complete with areas of strength and areas for future development.

Please complete the instrument by assessing your own behaviors and skills according to the directions below. Be honest—the more rigorous you are, the better you can target your developmental needs. Remember, the instrument is meant to assess how you believe that you actually are; not how you think that you should be.

Directions

For each of the 50 items listed on the following pages, consider how much the stated behavior characterizes your own behaviors, thoughts, intentions, or skills in on-the-job situations, and then rate yourself in the space provided according to the following scale:

   3 = I often demonstrate this behavior.

   2 = I sometimes demonstrate this behavior.

   1 = I hardly ever demonstrate this behavior.

Use the enclosed answer sheet (page 33) to record your answers. After recording your answers, add up the totals for each competency and then transfer the overall competency scores to the competency profile sheet on page 34.

Leadership Self-Assessment Questions

1. I balance multiple tasks and prioritize when faced with limited time and/or resources.

2. I create a positive environment—even when it appears "all is lost"—by expressing optimism and offering encouragement to team members.

3. I keep a mental record of every commitment that I make and follow through on my promises.

4. I steer through ambiguity and "information clutter" to resolve complex problems.

5. I ask questions to try to piece together "unrelated" information, events, etc.

6. I build momentum by spending 90 percent of my time on the top 10 percent of my priority list.

7. I view my "wins" with pride and humility.

8. I operate by a value-driven work philosophy that is grounded on clear principles.

9. I adhere to a disciplined process for sorting out alternatives and arriving at the best option when approaching a problem or project.

10. I make connections between and among information, events, etc. that reveal key issues, problems, or opportunities.

11. I display single-mindedness in unstoppably directing my energy at specific targets.

12. I persuasively and effectively reassure teams and/or individuals in the face of setbacks or seemingly insurmountable obstacles.

13. I identify and find ways to meet the needs, expectations, and wants of others up, down, and across the organization.

14. I test ideas and assumptions by carefully reviewing ideas with thought leaders and critical thinkers within my organization.

15. I do not accept a problem at face value, but search for the less obvious underlying factors driving the problem.

16. I find a way to "get it done" and will sacrifice personally to reach the goal line.

17. I have a thorough understanding of my own emotions and feelings and how they impact the situation at hand.

18. I give people a sense of personal fulfillment by recognizing their individual contributions in the achievement of a goal.

Leadership Self-Assessment (continued)

19. I consult outside resources (e.g., magazines and databases) in order to identify where my company, my industry, and the market are moving and to size up new business opportunities.

20. I take into account the potential implications of a decision on other people and departments within the organization before moving forward.

21. I stay the course mentally despite potential distractions and disruptions to my primary focus.

22. I control and selectively display my emotions and feelings in a beneficial way (e.g., I successfully channel my anger).

23. I help build shared goals and values to reinforce individual commitment to the organization.

24. I create viable new business ideas by thinking "out of the box," as well as in a sound business fashion.

25. I build and connect processes within my organization to assure that implementation remains constant and reliable.

26. I display stamina, energy, and intensity in achieving high standards of performance.

27. I express myself in consistent moods that invite participation and further communication with others.

28. I provide honest, clear feedback by focusing on the issue (and not the person) so that the person will accept and consider the feedback.

29. I ask "What if?" questions and play out scenarios to test new business ideas that challenge the status quo.

30. I assure that new ideas are integrated with established procedures and processes so that the organization can digest the new ideas.

31. I act decisively, with a passion for making things happen.

32. I recognize and consider the emotions and feelings of others before taking action.

33. I articulate a goal or vision and motivate others to help me reach that goal or vision.

34. I have the ability to create unorthodox or revolutionary concepts that have growth or profit potential.

35. I create synergy by involving the "right people" in all phases of work design and operational implementation.

Leadership Self-Assessment (continued)

36. I demonstrate boldness in striving for ambitious goals rather than settling for the safety of achievable results.

37. I treat different people differently, with appropriate amounts of candor and sensitivity depending on each individual's unique makeup.

38. I create shared responsibility among team members by building participation in decision making and delegating key tasks and functions.

39. I take the time to check whether a new idea is feasible before proceeding.

40. I pull together disparate ideas to create clear themes and pathways that may alleviate the confusion and anxiety of others.

41. I seek—and find—creative solutions to obstacles blocking the path to the goal line.

42. I accept rejection with grace and renewed determination, modeling to others how to handle failure.

43. I display trust in others by giving them additional responsibilities—and providing them with the appropriate tools and resources necessary to carry out those responsibilities.

44. I seek better solutions to problems instead of falling back on established protocol.

45. I demonstrate a commitment to continuous learning by documenting critically important action steps, i.e., I try to make sure that my organization does not "reinvent the wheel."

46. I effectively communicate the critical nature of the goal in a way that allows others to focus on that goal as well.

47. I offer solutions, suggestions, and constructive criticism to others while also remaining open to additional possibilities.

48. I successfully help individuals and teams reach higher levels of performance (e.g., by displaying confidence in them at critical junctures).

49. I am receptive to the new ideas of others and try to improve or enhance them in a non-threatening manner.

50. I see an entity (e.g., my organization) not merely as a collection of isolated processes and parts, but as a unitary whole of interconnected processes.
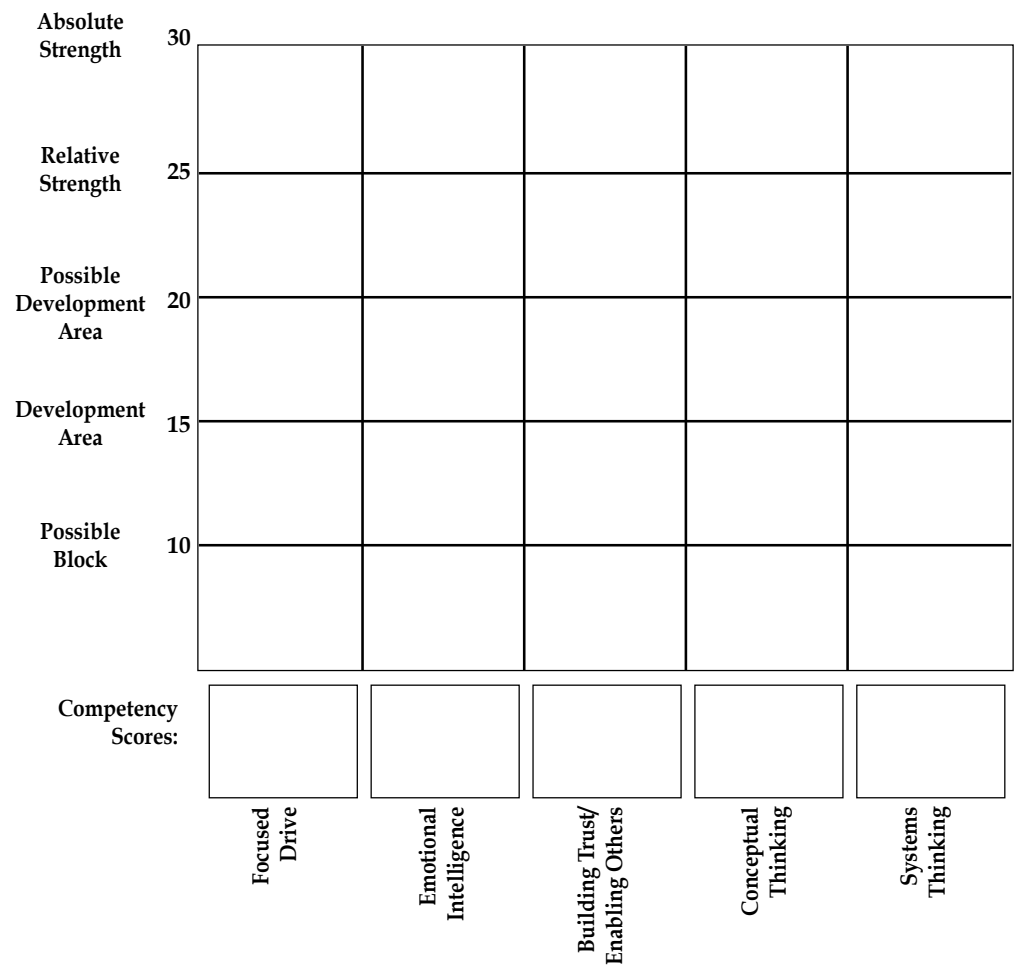
Leadership Self-Assessment Answer Sheet

Focused Drive	Emotional Intelligence	Building Trust/ Enabling Others	Conceptual Thinking	Systems Thinking
1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____	25. _____
26. _____	27. _____	28. _____	29. _____	30. _____
31. _____	32. _____	33. _____	34. _____	35. _____
36. _____	37. _____	38. _____	39. _____	40. _____
41. _____	42. _____	43. _____	44. _____	45. _____
46. _____	47. _____	48. _____	49. _____	50. _____

TOTALS:

_____ _____ _____ _____ _____

Individual Development Planning

Leadership Competencies

Competency Profile Sheet

1. Transfer your overall competency scores from the answer sheet to the corresponding boxes below.

2. Plot points on the graph using the scale on the left.

3. Connect the dots to see your overall competency profile.

Absolute Strength	**30**				
Relative Strength	**25**				
Possible Development Area	**20**				
Development Area	**15**				
Possible Block	**10**				
Competency Scores:					
		Focused Drive	Emotional Intelligence	Building Trust/ Enabling Others	Conceptual Thinking	Systems Thinking

Personal Action Plan

This is a sample of a personal action plan for professional development. It is an opportunity to focus on 2-3 goals critical to your success, identify specific actions that will help you achieve your goal, and identify resources and support you will need to achieve your plan.

Development Goal	Action Plan Activities	Support and Resources
Be Specific I will improve my ability to lead my change management team Criteria for success: Action items will be acted upon positively and actions taken discussed in the next meeting	**Be Concrete** I will take a course on meeting management I will ask others for input into the agenda I will check with team members on commitment for results before meeting adjourns I will check in with team members to see if they need help between meetings	**Be Realistic** Check with HR Dept. to see when next Meeting Management Class is being held Senior manager as a coach Support of team members to help me lead and facilitate more effective meetings
Be Specific	**Be Concrete**	**Be Realistic**
Be Specific	**Be Concrete**	**Be Realistic**

Personal Action Plan

Prepare a personal action plan for professional development. Focus on 2-3 goals critical to your success. Identify specific actions that will help you achieve your goal. Identify resources and support you will need to achieve your plan.

Development Goal	Action Plan Activities	Support and Resources
Be Specific	**Be Concrete**	**Be Realistic**
Be Specific	**Be Concrete**	**Be Realistic**
Be Specific	**Be Concrete**	**Be Realistic**

SECTION 3

The Leadership Development Guide

The following activities are excerpts from the Leadership Development Guide, a guide researched and developed by Linkage, Inc. in partnership with Dr. Warren Bennis. These activities were selected because of their relevance to today's program.

Developing the Competency of Conceptual Thinking: "Big Picture" Thinking

Definition

The ability to see all of the forces, events, entities, and people that are affecting (or are being affected by) the situation at hand.

Behaviors

Searches for, and conceptualizes, the underlying, systemic causes driving a problem

- Intuitively forms ideas that clarify the many possibilities in a complex situation

- Makes connections between and among information, events, etc. that reveal key issues or opportunities

- Comes up with new concepts or distinctions that better organize the interpretation of ambiguous data, information, or events

- Asks questions to try to form a complete picture of "unrelated" information, events, etc.

Exercise: Using a Conceptual Model to Analyze Causes

One important capability of the big-picture thinker is the ability to consider systematically the multiple underlying causes of a problem. One model that usefully organizes such a systematic scan of causes is the famous McKinsey "7S" model, which looks at organizations through the lenses of shared values, structure, strategy, systems (e.g., information systems), style, staff, and skill.

1. Consider a past project or initiative that was unsuccessful or a current project or initiative that is suffering from problems of an uncertain nature.

2. Identify how each of the following may have hindered (or is currently hindering) its success:

   - The shared values of the organization

   - The structure of the organization

   - The strategy of the organization

   - The systems of the organization (e.g., information systems, HR systems)

   - The style (culture) of the organization

   - The staff of the organization (i.e., how jobs are designed and filled)

- The skill of the organization (i.e., how the organization identifies, measures, and develops the skills of its people)

3. If you have analyzed a past project or initiative, apply your learning to future undertakings. If you have analyzed a current project or initiative, make adjustments as necessary.

Daily Practices

- Cultivate a mindset that habitually seeks connections by consciously asking the question "How are these two (or more) issues, problems, ideas, bits of information alike or related?" Avoid the tendency to proceed with a mindset that seeks first and foremost to answer the question "How are these two (or more) issues, problems, ideas, bits of information distinct or different?"

- Regularly read a high-quality newspaper or business journal. Each time you do so, try to identify at least one trend that will affect your organization—or provide it with an opportunity—within the next five years. Develop one or more recommendations for responding to each trend. Share your analysis and recommendations with your colleagues.

- Consider the implications of problems and solutions on other people and departments by defining a problem from the perspective of each stakeholder.

- Pose context questions as frequently as you pose content questions when making decisions or coaching others. Content questions ask about the data used to solve a problem, make a decision, or proceed in a situation. Such questions focus attention on the details and specifics of a situation in order to justify choices contemplated or made.

- Context questions focus attention on how a problem or situation was solved/is being solved, addressed, or considered. Such questions promote an "on the balcony" perspective that expands our sights and sense of possibilities. Examples of context questions include the following:

  - What are the questions we should be asking ourselves?

  - What is the outcome we really want out of this?

  - What are the key assumptions that lie behind our positions and actions?

  - Who can provide another perspective?

  - What are we missing?

Activities, Assignments, and Projects

- Volunteer for a cross-functional or cross-divisional assignment. This will give you another perspective from which to view the organization in general and the work of your own unit in particular.

- Create an idea for a new product or service and outline the business plan for its launch. Share the proposal with a friend or colleague for input on how you anticipate the market's needs.

- Develop a model that clarifies and organizes your interpretation of a body of complex data, information, or events important to your job role and your business. Test the usefulness of the model as new data, information, or events present themselves.

- Record in a journal your gleanings of industry trends, organizational issues, opportunities, and threats, as gathered through calls, conversations, meetings, conferences, readings, and contacts with those inside and outside your business. Make it a habit to comb periodically through your observations and reflections, seeking synthesis of seemingly disparate pieces.

Readings and Other Self-Study Resources

- Davis, Stan, and Bill Davidson, *20/20 Vision*. Simon and Schuster, 1991. The authors explore the information age: the impact it will have on business in the future and the best way to prepare for these changes.

- Kanter, Rosabeth Moss, *World Class*. Simon & Schuster, 1996. At a time when the nation's fears about job displacement and foreign competition are sparking protectionist sympathies and backlash against world trade agreements, Kanter presents a persuasive and richly detailed argument for directing the American economy outward, not inward. This book shows us how to turn globalization into an unprecedented opportunity on the local level — to rejuvenate old businesses and grow new ones, to create new jobs, to revitalize communities, and to develop the cosmopolitan cities of the future.

- Merriam, John E., and Joel Makeover, *Trend Watching: How the Media Creates Trends and How to Be the First to Uncover Them*. AMACOM, 1988. Learn how to sort through the stream of news and information that crosses your desk in order to be ready to take advantage of future trends.

- Perkins, David, *The Mind's Best Work*. Harvard University Press, 1983. This book describes how people think conceptually and creatively, by a member of the research team Project Zero. It also has exercises to build conceptual thinking.

- Porter, Michael, *Competitive Strategy*. Free Press, 1980. The author addresses major questions of vital concern to managers and presents a comprehensive set of analytical techniques for understanding a business and the behavior of its competitors. The book presents techniques to anticipate and prepare for, rather than simply react to, sudden competitor moves or shifts in the industry.

- Wall, S.J., and S.R. Wall, *The New Strategists: Creating Leaders at All Levels*. The Free Press, 1995. The authors draw on a ten-year study of more than 200 firms such as AT&T, 3M, National Semiconductor, and Ritz Carlton Hotels to define new strategy-making roles for every employee, from front line representatives to CEOs.

- Wheatley, Margaret, *Leadership and the New Science: Learning About Organization from an Orderly Universe.* Berret-Koehler Publishers, 1992. The author shows how the "New Science" (the revolutionary discoveries in quantum physics, chaos theory, and biology that are overturning centuries-old models of science) provides powerful insights for transforming how we design, lead, and manage organizations.

Developing the Skill of Change Management

Definition

The skill of adapting to and thriving in times of internal or external change.

Behaviors

- Can successfully provide a visible anchor for others in times of great change (e.g., by reaffirming key goals and values)

- Can help detect/resolve team breakdowns resulting from change

- Can convince others of the need for change due to critical organizational objectives

- Can develop new skills or behavior to adapt to turbulent times and continual change

- Can recognize (and help remedy) individual/collective barriers to the implementation of change

Exercise: The Wisdom to Know the Difference

There's a famous saying, "May God grant me the strength to change the things I can, the patience to accept the things I can't, and the wisdom to know the difference."

One of the greatest barriers to productivity in times of change is worrying about contingencies, personal risk, and organizational outcomes. At times, people find this worry literally paralyzing. Every alternative appears fraught with peril, so they end up doing nothing—even though doing nothing is itself a choice with its own consequences.

If worry is a problem for you, try this exercise.

1. Consider a change you are currently experiencing, either on the job or in your personal life. Write down every worry you have regarding the change.

2. Now divide these worries into two categories: Those you have at least some control over and those you don't.

    •   For the worries you have at least some control over, identify and commit to the actions you can take to minimize the possibility of the worry coming to pass.

    •   For each worry over which you have no control, identify what you will do if it comes to pass.

Exercise: Planning A Change

Consider a change you tried unsuccessfully to implement. Answer the following questions about the change:

1. Was a sense of urgency established?

2. Was the urgency used to build a powerful coalition to sponsor the change?

3. Was a shared vision created?

4. Was the vision communicated to the organization?

5. Were others provided the necessary skills, resources, and incentives that enabled them to act on the vision?

6. Were short-term wins planned for and created?

7. Was the change reinforced as a means to sustain it?

If you are unable to answer "yes" to one or more of these questions, you may have uncovered the reasons for the difficulties you have encountered. Test this diagnosis by discussing it with your colleagues or others who were involved in or affected by the change.

If the change is one you are currently implementing, adjust your plans to incorporate what you've learned.

Daily Practices

Many of us have an innate bias against change, whether because we fear it will impact our interests, because we are comfortable in our current routine, because we were not involved in designing the change, or for other reasons. While a certain level of caution is good, this bias against change can lead to missed opportunity and conflict with others.

One way to diagnose this bias in yourself is to monitor your first, instinctive response when you hear of any actual or proposed change. If you tend to think or speak first about the risks of the change, the difficulties involved in implementing the change, or the negative consequences of the change, you likely have this anti-change bias to one degree or another.

To begin moving toward a more balanced stance toward change, practice changing the questions you ask about changes:

- "How will this change benefit me?"
- "How will it benefit the organization?"
- "What will I/we learn from the change?"
- "What are the new opportunities opened up by the change?"

Often the single greatest obstacle to change is the perception of those affected by the change. Typically, resistance occurs when there is a perception that:

- The change harms people's interests (by reducing power, affecting job security and/or income, and so on).
- The change is not being communicated honestly.

When communicating about a change, therefore, ask yourself:

- What's in it for those affected by the change?
- If the answer is "nothing," expect resistance.
- Can I communicate honestly and completely about the change?

If the answer is "no," expect resistance. People will fill in the information gaps with their own interpretations, which will usually be unfavorable to the change you wish to make.

- Use a change methodology or model to take a disciplined approach to planning and implementing changes. Such models usually consist of a series of steps and/or a series of questions. John Kotter's model, introduced in the first exercise above, is just one example of such a methodology.
- Regularly read a high-quality newspaper, news journal, or business journal. Look for examples of change efforts, whether in the past or ongoing, successful or unsuccessful, and analyze them in terms of a change model. If the efforts are completed, try to identify what made them successful or unsuccessful; if they are in progress, try to predict their likelihood of success.

Activities, Assignments, and Projects

- Assign yourself the task of identifying a person in your organization who has been successful at implementing change. Interview this person and ask the following questions:

- What are the critical success factors for implementing change in this organization?

- What are the critical mistakes people tend to make when trying to implement change in this organization?

- Describe a change you implemented successfully and what made it successful.

- Describe a change you were unsuccessful in implementing and what made it unsuccessful.

You might also structure the conversation by asking the person to discuss a successful change in terms of the seven steps for implementing change from Kotter's model introduced in the second exercise, above.

If you can't interview the person, you might analyze a successful change they implemented by considering each of the seven questions introduced in the second exercise.

- Participate in a change effort in your organization. This might involve a large change such as introducing or redesigning a process, implementing a new strategy, or restructuring. It might also involve a small, simple change, such as changing a personnel policy, adjusting a standard operating procedure, or redistributing responsibilities in your group. Be prepared to find that some "simple" changes are not so simple after all!

- Participate in a change effort in your community. This might involve building support for a new community program, working door-to-door to gain signatures on a petition, or even volunteering in an election campaign.

Readings and Other Self-Study Resources

- Block, Peter, *The Empowered Manager: Positive Political Skills at Work*. Jossey-Bass, 1990. Block shows managers how to break out of the bureaucratic mode of thinking and take more responsibility for the workings of their unit. He explains how managers can become empowered to make positive changes in their organization and develop an entrepreneurial spirit in themselves and in members of their unit.

- Cohen, Allan C., and David L. Bradford, *Influence without Authority*. John Wiley and Sons, 1990. The authors offer powerful new techniques for cutting through interpersonal and interdepartmental barriers, and for motivating people over whom you have no authority.

- Connor, Daryl, *Managing at the Speed of Change*. Villard Books, 1992. In today's world, it's not enough to recognize that you and the way you do business need to change. You must know how to make changes quickly, effectively, economically, and with as little political fallout as possible. Everywhere, concern is heard about those trying to adapt to the rapid flux created by an uncertain economy, ever-changing market demands, and the threat of international competition. The author teaches managers to negotiate these future transitions.

- Handy, Charles, *The Age of Paradox.* Harvard Business School Press, 1994. The author suggests that in order to live and succeed in a rapidly changing world, we must organize in our minds the confusion generated by these changes before we can do anything about them. Managing business, family, education, money, and relationships are just some of the many topics covered. Through a discussion of these topics, strategies for maintaining a sense of continuity and direction and balancing personal and professional responsibilities are provided.

- Kanter, Rosabeth Moss, *The Change Masters*. Simon and Schuster, 1983. This book vividly demonstrates that when environments and structures are hospitable to innovation, people's natural inventiveness and power skills can make almost anything happen. Kanter's book is an indispensable guide for individuals who seek to realize their entrepreneurial potential, for corporate leaders who want to see their companies grow, and for all those concerned with the economic future of the nation. Included are searches for innovation by companies such as Hewlett-Packard, General Electric, Polaroid, General Motors, and Honeywell.

- Kotter, John P, *Leading Change*. Harvard Business School Press, 1996. The author examines the efforts of more than 100 companies to remake themselves into better competitors. He identifies the most common mistakes leaders and managers make in attempting to create change and offers an eight-step process to overcome the obstacles and carry out the firm's agenda.

- Kotter, John P., "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, March/April 1995. This article is a condensed version of the author's book listed above.

Developing the Skill of Negotiation

Definition

The skill of arriving at and reaching understandings and agreements with a broad range of people internally and externally

Behaviors

- Can use fact and argument to create a "meeting of the minds" among stakeholders with differing viewpoints
- Can balance the interests of different constituencies to reach "win-win" agreements
- Can find "common ground" to accommodate the conflicting needs and wants of different stakeholders
- Can persuasively use relevant data/information to gain the needed sponsorship or buy-in from others
- Can reach agreements with individuals (internal and external) that benefit the organization

Exercise: Your Conflict Style

Research on conflict indicates that there are five basic "styles" of dealing with conflict:

- Avoiding/Withdrawing. Avoiding conflict situations completely, either by absenting oneself or leaving the outcome to chance.
- Smoothing. Pretending that there is no conflict, and that the relationship is on completely solid ground.
- Bargaining/Compromising. Seeking a solution in which each party gives up a little, and each party gets a little. Usually based on a view that conflict is a "zero-sum" game, with only a limited amount of resources to go around.
- Forcing. Seeking a solution in which one side is a clear "winner" and one a clear "loser." This might be called the "Knute Rockne" approach to conflict.
- Problem solving. Approaching conflict as a shared problem that requires an innovative solution, so that the needs of both sides may be satisfied.

Further, the research indicates that the problem-solving approach is the most likely to yield satisfactory long-term outcomes, because it is most likely to meet both parties' needs while preserving or even enhancing their relationship.

1. To identify your preferred conflict style, reflect on a few conflicts you've recently experienced at work:

    •   What were the conflicts about?

    •   What were your actions in each case?

    •   What were the outcomes?

2. Then, share these situations with a trusted colleague or coach and explain the five conflict styles. Ask for their feedback on which style you seem to exhibit in your conflicts.

3. If you want to work toward developing a "problem-solving" style, see the practices below.

Exercise: From Positions to Possibilities

The following exercise is based on ideas in *Getting to Yes*, by Fisher, Patton, and Ury.

1. Consider a conflict you're currently experiencing. (By "conflict," we are not referring to a personality conflict, but rather to disagreement about how to get things done or regarding distribution of resources.)

    •   Who are the parties to the conflict?

    •   What is each party's "position?" That is, what does each party claim to want from the situation?

2. Now, determine whether there are other "interests" behind each party's positions.

    "Interests" are the wants and needs of those involved in a conflict. "Interests" may differ from "positions," in that a position is what a party claims to want, while an interest is the want or need the party hopes will be met by obtaining its position.

    For example, how many times have you seen two people fight over who will get which office space? In such cases, the "positions" are that both people claim to want the same space. The "interests," on the other hand, may be achieving a certain level of comfort and status, which both parties believe they will achieve by obtaining the fought-over office.

3. If the parties' interests differ from their positions, you may have opened up space for overcoming the conflict: Consider whether there is a solution that, even though it doesn't satisfy all the parties' positions, does satisfy their interests.

    For example, consider once again the conflict over office space. If one party really does want the office, whereas the other party is really seeking to have his status confirmed, it may be possible to give the first person the office and

the second person some other perquisites, such as parking privileges, an enhanced title, or even enhanced salary or benefits.

Daily Practices

- Try using the following guidelines from Fisher, Patton, and Ury's *Getting to Yes* (see the entry in "Books and Other Self-Study Resources," below):

    1. Separate the people from the problem. Letting the conflict spill over into personal relations will not only make it harder to resolve the conflict, but will make it harder to resolve future conflicts.

    2. Focus on interests, not positions. Stated positions aren't always the same as actual wants and needs.

    3. Invent options for mutual gain. If you are able to identify interests that differ from the positions causing the conflict, you may have opened up space for developing creative, win-win solutions.

    4. Insist on using objective criteria. Sometimes the win-win solution is simply not possible. In such cases, insist on using objective criteria for determining who will get what.

- Regularly read news articles about domestic and international conflicts. Try to analyze the conflicts in light of the four principles outlined above.

- When you have difficulty seeing the value of another person's point of view, try reversing sides and coming up with ideas that support that person's position. While your goal is not to accept their point of view without modification, understanding the positive aspects of the other person's thinking may enhance your ideas and make your approach less rigid.

- Find someone whom you consider to be especially effective at negotiating. Observe their style and techniques, and experiment with them in your own negotiations. You might even ask this person to observe your negotiations and provide feedback and coaching based on their observations.

Activities, Assignments, and Projects

- Take a developmental assignment in a position where negotiations are an essential part of the job, such as sales or purchasing.

- Seek formal training as a mediator.

- Volunteer on a controversial project in the city or town where you live, and try to act as a force for finding constructive solutions. (For example, if you are really daring, you might participate in a group that is lobbying for a property tax increase to support new school construction!

Readings and Other Self-Study Resources

- Fisher, Roger, Bruce Patton, and William Ury, *Getting to Yes: Negotiating Agreements Without Giving In*. Penguin Books, 1991. This book offers a concise, step-by-step strategy for coming to mutually acceptable agreements in every sort of conflict — whether it involves bosses and employees, customers, or corporations. The book is based on the work of Harvard Negotiation Project, a group that deals continually with all levels of negotiation and conflict resolution.

- Keiser, T.C., "Negotiating with a Customer You Can't Afford to Lose." *Harvard Business Review*, Nov/Dec. 1988. When a customer turns combative during a negotiation, it is important to avoid confrontation. Instead, a salesperson should lure the customer into a search for creative solutions to tough problems. An eight-step process is outlined in this article.

- Raelin, Joseph A., *The Clash of Cultures: Managers Managing Professionals*. McGraw-Hill, 1992. This book examines the relationships between managers and professionals such as engineers, nurses, doctors, lawyers, teachers, accountants, and the like. The author contends that standard management practices are no longer sufficient when working with professionals. Specific techniques and methods for minimizing and managing conflict between professionals and corporate managers are provided.

- Sashkin, Dr. Marshall, *Conflict: Conflict Style Inventory*. Human Resource Development Press, 1995. This self-assessment kit is based on the view that our response to conflict is determined by two dimensions: Our concern for self and our concern for others. Based on these two dimensions, there are five preferred "styles" of conflict that individuals may exhibit. The kit provides a fun diagnostic for identifying one's preferred conflict style, as well as concrete guidelines for working with each style.

- Sushkin, Dr. Marshall, *Conflict: Managing Conflict Constructively*. Human Resource Development Press, 1995. This booklet elaborates on the ideas on which the Conflict Style Inventory is based.

- Ury, William L., *Getting Past No: Negotiating Your Way From Confrontation to Cooperation*. Bantam Books, 1993. The author explores how to deal with difficult negotiators by winning them over rather than simply winning. The book details a five-step strategy for handling tough negotiators and the challenging situations they present. By using these techniques, you can learn how to settle difficult negotiations amicably.

Developing the Skill of Problem Solving

Definition

The skill of employing analytical abilities, pragmatism, and other tools to resolve complex problems in a variety of contexts

Behaviors

- Can fashion solutions by synthesizing and applying relevant information/data
- Can employ analysis and pragmatism to sort through options and reach timely decisions
- Can spot what is at the root of a problem, i.e., separate its symptoms from its causes
- Can break down a problem or a situation into discrete parts that are easier to manage
- Can figure out how to solve a problem, even those that appear hopeless

Exercise: Grasping the Situation

Effective problem solving requires that the problem solver accurately grasp the situation. Whether the purpose is to maintain the current situation against changing circumstances, to implement an improvement, to address an unsatisfactory situation, or to achieve a goal, grasping the situation is the essential first step. Failure to accurately grasp the situation frequently leads to solutions that address symptoms rather than real causes, or solutions that are impractical, ill-timed, or poorly received by the parties involved.

What does it take to accurately grasp the situation? Consider a recent problem you faced and ask yourself the following questions regarding your problem-solving approach to this problem:

- Did you clarify for yourself the normal condition or standard?
- Did you define for yourself the desired situation or outcome?
- Did you investigate the situation firsthand and seek clarification by asking questions (rather than relying solely on the descriptions of others)?
- Did you work to set aside preconceived notions and attempt to understand why the current situation exists?
- Did you view the current situation from multiple levels and fit the situation into a larger context?

- Did you analyze the impact that the current situation might have "downstream"?

- Did you confirm your understanding of the current situation with others?

The kinds of questions posed above provide a good checklist from which to measure the thoroughness of your approach to grasping the situation when problem solving. Consideration of the above factors will help you assemble a factual and meaningful picture of a situation—the critical first step in effective problem solving.

Daily Practices

- If you tend to "jump to solutions," try adopting a structured problem-solving approach. There are many, many of these in the public domain, and with few exceptions, they all offer some variation on the following steps:

    1. State the problem as it first presents itself.

    2. Gather more information about the problem.

    3. Analyze the problem to identify the root cause(s) and related problems.

    4. Develop possible solutions.

    5. Select the solution.

    6. Implement the solution.

    7. Evaluate the results. Adjust as necessary.

What's most important is that you use a structured approach, not which one you use. Any of them will provide a means of disciplining yourself to avoid jumping to solutions, or choosing a poor solution.

- If you find yourself getting "stuck" on problems, try something different. For example: If you're working on your own, try finding someone to help you. If you've been sitting at your desk, take a walk. If you've been typing on a computer, try drawing pictures instead.

    In general, it matters less what specifically you do differently, but rather that you are creating the conditions for "unfreezing" your thinking.

- If you tend to try to solve problems on your own, try collaborating: Ask others for help in thinking through the problem. Research shows that a collaborative approach to problem solving yields results that are superior to solving problems on one's own.

    If you think you've solved a problem, try testing your thinking on another person by explaining

    1. The facts as you understand them

    2. What you believe to be the cause of the problem

3. The analysis which leads you to this specific cause

4. The range of solutions

5. The solution you prefer, and why you prefer it

> After each step of your explanation, pause and solicit questions and feedback from the other person. This is a simple but extremely powerful means for testing your own thought processes and revealing your assumptions.

•   Listen regularly to "Car Talk," a weekly show on *National Public Radio.* "Car Talk" stars Tom and Ray Malliozi, MIT graduates and owners of an automotive repair shop in Boston. Tom and Ray address listeners' seemingly unresolvable automotive problems and questions with good-natured humor, mind-boggling expertise, and tremendous problem-solving skills. In doing so, they provide a fine model for problem solving on and off the job.

Activities, Assignments, and Projects

•   Manage or participate on a team charged with improving or redesigning a process. To get the most from this, encourage the team to use a structured problem-solving methodology. For more on this, see the section on "Daily Practices," above.

•   Take on a project or responsibility where one or more critical resources are missing or insufficient. Critical resources include time, people, funding, and information. To complete the project or meet the responsibility, you will be compelled to creatively resolve the resource problem—either by somehow obtaining the resource, or by finding a way to do without.

•   Off the job, try to complete a repair or improvement project, instead of paying an expert. For example, you might try to diagnose and repair a strange noise in your car, or dismantle and fix a leaking faucet. To do so, adapt the same disciplined problem-solving methodology you would use in the workplace.

> If the risk of flooding your kitchen or inserting a spark plug wrong end up is daunting to you, ask to observe the experts you do call. Watch as they work to gather information, diagnose the problem, test solutions, and so on. Ask them about their thought processes as they work.

Readings and Other Self-Study Resources

•   Albrecht, Karet, *Brain Power: Learn to Improve Your Thinking Skills*. Prentice Hall, 1987. This book introduces six functional thinking abilities you need to become an adaptive, innovative thinker. The author shows how to use creative problem-solving strategies to become a more efficient and effective thinker and provides illustrations, games, and puzzles to stimulate and expand your brain power.

- Garvin, David A., "Building a Learning Organization." *Harvard Business Review*, July/Aug. 1993. Using the "three M's" as framework (Meaning, Management, and Measurement), the author defines learning organizations as skilled at five main activities: systematic problem solving, experimentation with new approaches, learning from past experience, learning from the best practices of others, and transferring knowledge quickly and efficiently throughout the organization. A measurable learning audit should include cognitive and behavioral changes as well as tangible improvements in a result.

- *The Memory Jogger: A Pocket Guide of Tools for Continuous Improvement*. Goal/QPC, 1991. This handy, pocket-sized guide provides instruction for using a wide range of tools for process mapping, monitoring, and analysis. It was originally designed for process improvement teams using the principles of quality management, but the tools are useful for anyone who wants to understand or fix a process.

- Mintzberg, H., "The Logic of Business Decision Making." *Harvard Business Review*, May/June, 1989. This book describes the role that issues of personal integrity play in manager's decisions. It defines personal integrity, the factors that influence it, the situations in which it becomes particularly relevant to company decisions, and ways of overcoming the blind spots that can create too personal a focus on decisions.

- Nadler, Gerald and Hibino Shozo, *Breakthrough Thinking: The Seven Principles of Creative Problem Solving*. Prima Publishing, 1994. This Amercian/Japanese collaboration contains the results of the authors' ground-breaking studies on how the most intuitive and creative leaders and organizations solve problems. They show how to improve incorrect thinking, which they contend accounts for the failure of many enterprises.

- Pegasus Communications, *The Systems Thinker*. This periodical offers articles, exercises, tools, and program and conference information for those interested in developing the five disciplines of the learning organization: systems thinking, personal mastery, mental models, shared vision, and team learning. For those interested in problem solving, one of the most interesting features in each volume is a "causal-loop analysis" of a well-known but poorly understood problem.

- Senge, Roberts, Roth, Smith, and Kleiner, *The Fifth Discipline Field Book*. Doubleday, 1994. An analog to the book listed directly above, this field book describes how companies are using the tools and technologies of the five disciplines to make the learning organization a reality. The book contains exercises, suggestions, stories, and examples from over 70 contributors relating to the fields of systems thinking and organizational learning.

- Stryker, P., "How to Analyze That Problem." *Harvard Business Review*, July/August 1965. This article describes the Kepner-Tregoe concepts and procedures for problem analysis. The main steps of a systematic approach to problem analysis include defining the problem, outlining the specifications, spotting the distinction, seeking the cause, and if necessary, re-specifying the

problem. The use of a specification worksheet allows managers to draw a boundary around the problem and to limit the information needed for the problem's solution to only the relevant facts. In solving the problem of the case study, precise specification and careful problem analysis uncover a previously overlooked cause and prevent action that might have produced an even more serious problem.

- Tagliere, Daniel A., *How to Meet, Think and Work to Consensus*. Pfieffer & Company, 1993. Small groups and teams are essential to an organization's decision-making process. This book presents a method which makes meetings a productive and integral part of the work process. The author provides tools for improving the quality of decisions, solving problems, furthering creativity, and achieving reliable solutions through a collaborative team process.

- Von Oech, Roger, *A Whack on the Side of the Head.* Warner Books, 1993. The author provides puzzles, exercises, metaphors, questions, stories, and tips to help you systematically break through your mental blocks and unlock your mind for creative thinking. This book will help you come up with new approaches to old problems.

SECTION 4

Forms

Question Sheet

Use this form to write your question for Madeleine Albright or for discussion among your colleagues. Please write clearly.

Name (optional) --

Organization --

Location --

Your question (25 words or less):

Tel   1-800-489-8814 (from within U.S.)
          801-303-7412 (from outside U.S.)

Fax   1-877-892-0170 (from within U.S.)
          646-349-3661 (from outside U.S.)

Email   leadership2001@linkage-inc.com

Linkage Excellence in Management & Leadership Evaluation Form

MADELEINE ALBRIGHT: GLOBAL LEADERSHIP

PLEASE RETURN THIS FORM TO YOUR SITE COORDINATOR OR FAX TO 781-862-2355.

NAME_____ TITLE_____

ORGANIZATION_____

PHONE_____EMAIL_____

Please indicate functional area (only check one):

❏ Finance ❏ Human Resources ❏ Manufacturing/Operations ❏ Marketing ❏ R&D ❏ Sales ❏ Other (specify)_____

How many people do you have reporting to you (include all levels)? Number:_____

Please indicate your job level (only circle one):

❏ President or Officer ❏ Vice President or Director ❏ Manager/Supervisor ❏ Team Leader ❏ Sales Rep. ❏ Customer Service Rep.
❏ HR, T&D, OD Practitioner ❏ Other: _____

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1) Please indicate a rating for each of the following evaluation criteria by checking the appropriate box.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Length of Presentation	❏	❏	❏	❏
Effective presenter	❏	❏	❏	❏
Useful participant materials	❏	❏	❏	❏
Useful question and answer	❏	❏	❏	❏
Live (versus taped) broadcast important	❏	❏	❏	❏

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2) Please give a general overall comment about the program. _____

_____

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3) Can Linkage use this comment for promotional purposes (including name and organization)?   ❏ YES   ❏ NO

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4) On a scale of 1-10 (10 = Outstanding), how would you rate this satellite broadcast session? Rating:_____

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5) How many viewers would you estimate attended this event (in the room with you)? Number:_____

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6) Which speakers are you most interested in seeing at the next Linkage Satellite (Distance Learning) Learning Series?
(Please rate your top ten, "1" being most interested, "10" being least interested)

___ Peter Senge	___ Sumantra Goshal	___ Carly Fiorina
___ Steve Case	___ Clayton Christensen	___ Elizabeth Dole
___ Maya Angelou	___ Don Tapscott	___ Nicholas Negroponte
___ Doris Kearns Goodwin	___ Michael Porter	___ Dave Ulrich
___ Francis Hesselbein	___ John Kotter	___ Anna Quindlen
___ Michael Hammer	___ Noel Tichy	___ Richard Pascale
___ Gary Hamel	___ James Champy	___ John Chambers
___ Charles Handy	___ C.K. Prahalad	___ Marcus Buckingham
___ Steve Jobs	___ Michael Dell	___ Jim Collins
		___ Other_____

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